
Citation:

Lofthouse, RM (2019) Using coaching and mentoring to focus on the curriculum in action. In: British Curriculum Forum; Re-imagining a curriculum for teacher knowledge, 23 February 2019 - 23 February 2019, Holborn, London. (Unpublished)

Link to Leeds Beckett Repository record:

<https://eprints.leedsbeckett.ac.uk/id/eprint/5742/>

Document Version:

Conference or Workshop Item (Presentation)

The aim of the Leeds Beckett Repository is to provide open access to our research, as required by funder policies and permitted by publishers and copyright law.

The Leeds Beckett repository holds a wide range of publications, each of which has been checked for copyright and the relevant embargo period has been applied by the Research Services team.

We operate on a standard take-down policy. If you are the author or publisher of an output and you would like it removed from the repository, please [contact us](#) and we will investigate on a case-by-case basis.

Each thesis in the repository has been cleared where necessary by the author for third party copyright. If you would like a thesis to be removed from the repository or believe there is an issue with copyright, please contact us on openaccess@leedsbeckett.ac.uk and we will investigate on a case-by-case basis.

BERA CURRICULUM SYMPOSIUM

Using coaching and mentoring to
focus on the curriculum in action

Professor Rachel Lofthouse
CollectivED

A University Research and Practice Centre
where we

Create
Communicate
Connect
Collaborate
Contribute

CollectivED
The Mentoring & Coaching Hub



Overview of session

- Quick conversations and introduction
- Sample evidence base and missing pieces
- Tools – enabling productive conversations
- Exploring research questions

BERA CURRICULUM SYMPOSIUM

Using coaching and mentoring to
focus on the curriculum in action

CollectivED


The Mentoring & Coaching Hub



LEEDS
BECKETT
UNIVERSITY

Quick conversations and
introduction

Quick discussion...

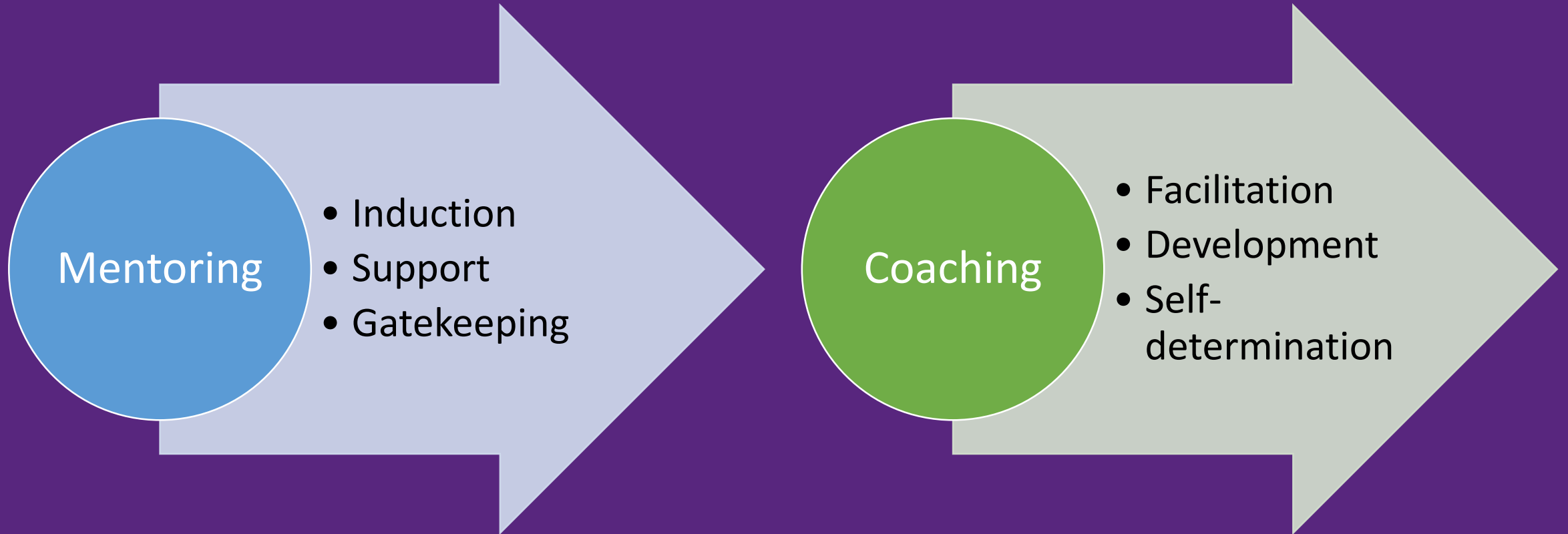


Share your
responses to
this question

*Who do you talk
to about your
work in education
and why?*

How often are your
conversations about
curriculum?
Are these
conversations
related to action?

Coaching and Mentoring: A spectrum of intent, context and quality



BERA CURRICULUM SYMPOSIUM

Using coaching and mentoring to
focus on the curriculum in action

CollectivED

The Mentoring & Coaching Hub



LEEDS
BECKETT
UNIVERSITY

Sample evidence base and
missing pieces

Mentoring student teachers; a vulnerable workplace learning practice

Rachel Lofthouse and Ulrike Thomas
*Research Centre for Learning and Teaching, School of Education,
Communication and Language Sciences, Newcastle University, Newcastle, UK*

Mentoring
student
teachers

201

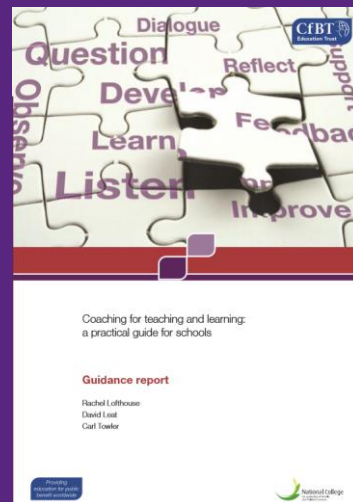
Received 30 March 2014
Revised 24 July 2014
12 August 2014

3

Lesson Study: an Opportunity for Collaborative Teacher Inquiry

Rachel Lofthouse¹
Stefan McElwee²
Claire King³
Colin Lofthouse⁴

¹Leeds Beckett University, UK; ²Ponteland High School, UK;
³Professional Learning Solutions Ltd, UK; ⁴Rickleton Primary School, UK



Professional Development in Education

ISSN: 1941-5257 (Print) 1941-5265 (Online) Journal homepage: <http://www.tandfonline.com/loi/rjie20>

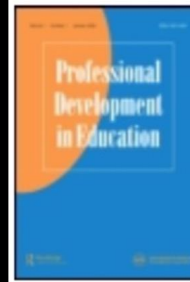
Coaching in education: a professional development process in formation

Rachel Lofthouse

Re-imagining mentoring as a dynamic hub in the transformation of initial teacher education

The role of mentors and teacher educators

Rachel M. Lofthouse
*Carnegie School of Education, School of Education and Childhood,
Leeds Beckett University, Leeds, UK*



CrossMark
Click for updates

Professional Development in Education

Publication details, including instructions for authors and
subscription information:
<http://www.tandfonline.com/loi/rjie20>

Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices

Rachel Lofthouse^a & Ulrike Thomas^a

^a Education, Communication and Language Sciences, Newcastle
University, Newcastle upon Tyne NE1 7RU, UK
Published online: 28 Jul 2015.

[attunedinteractions](#)

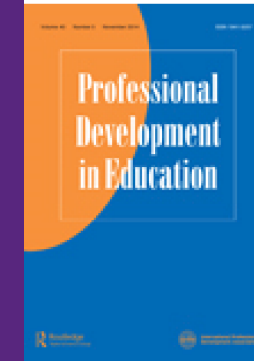
**Developing the use of communication
rich pedagogies in classrooms using
Video Enhanced Reflective Practice in-
formed methodologies as a vehicle for
teacher and speech and language ther-
apist continuing professional develop-
ment. Flanagan, J., Wigley, B. & Loft-
house, R.**

IJMCE
2,1

8

An activity theory perspective on peer coaching

Rachel Lofthouse and David Leat
*Education, Communication and Language Science, Newcastle University,
Newcastle, UK*



Professional Development in Education

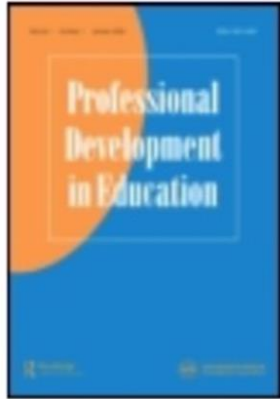
Publication details, including instructions for authors and
subscription information:

<http://www.tandfonline.com/loi/rjie20>

Developing practices in teachers' professional dialogue in England: using Coaching Dimensions as an epistemic tool

Rachel Lofthouse^a & Elaine Hall^a

^a The Research Centre for Learning and Teaching, School of
Education, Communication and Language Sciences, Newcastle
University, Newcastle upon Tyne, NE1 7RU, UK
Published online: 11 Mar 2014.



Professional Development in Education

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/rjie20>

Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices

Rachel Lofthouse^a & Ulrike Thomas^a

^a Education, Communication and Language Sciences, Newcastle University, Newcastle upon Tyne NE1 7RU, UK

Published online: 28 Jul 2015.



CrossMark

[Click for updates](#)

Shared labour for a common purpose

Combined effort was for a common purpose with a focus on students and their learning

Parity and link to productive dialogue

Working productively as well as building relationships

A safe forum for professional challenge

Make choices about practice beyond QA & PM processes

THE BERA BLOG RESEARCH MATTERS

Teacher peer coaching; a story of trust, agency and enablers



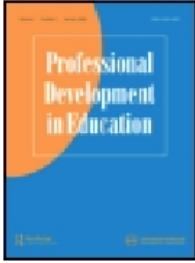
Rachel Lofthouse & Emma Bulmer
Thursday 10 March 2016

SHARE: [Twitter](#) [Facebook](#) [LinkedIn](#)

Teaching and Teacher Education

This blog is a good news story in terms of teacher collaboration from The Hermitage Academy, a North-East Teaching School. The Academy has deliberately and steadily built a culture of teacher collaboration. It

<https://www.bera.ac.uk/blog/teacher-peer-coaching-a-story-of-trust-agency-and-enablers>



Professional Development in Education

ISSN: 1941-5257 (Print) 1941-5265 (Online) Journal homepage: <http://www.tandfonline.com/loi/rjie20>

Coaching in education: a professional development process in formation

Rachel Lofthouse

CollectivED: Making sense of coaching for professional development in education

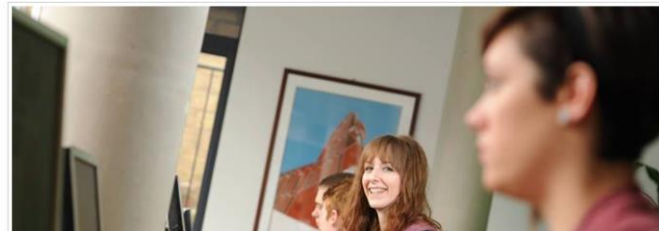
BLOGS HOME / CARNEGIE EDUCATION / COLLECTIVEDMAKING SENSE OF COACHING FOR PROFESSIONAL DEVELOPMENT IN EDUCATION



by Professor Rachel Lofthouse | 18/10/2018 | 0 Comments



Our Leeds Beckett University research and practice centre 'CollectivED: the Mentoring and Coaching Hub' officially launched on the 14th March with over 50 Teachers, Teacher Educators, Academics and Education / Coaching Professionals attending our inaugural event - Coaching in Education: Why bother?

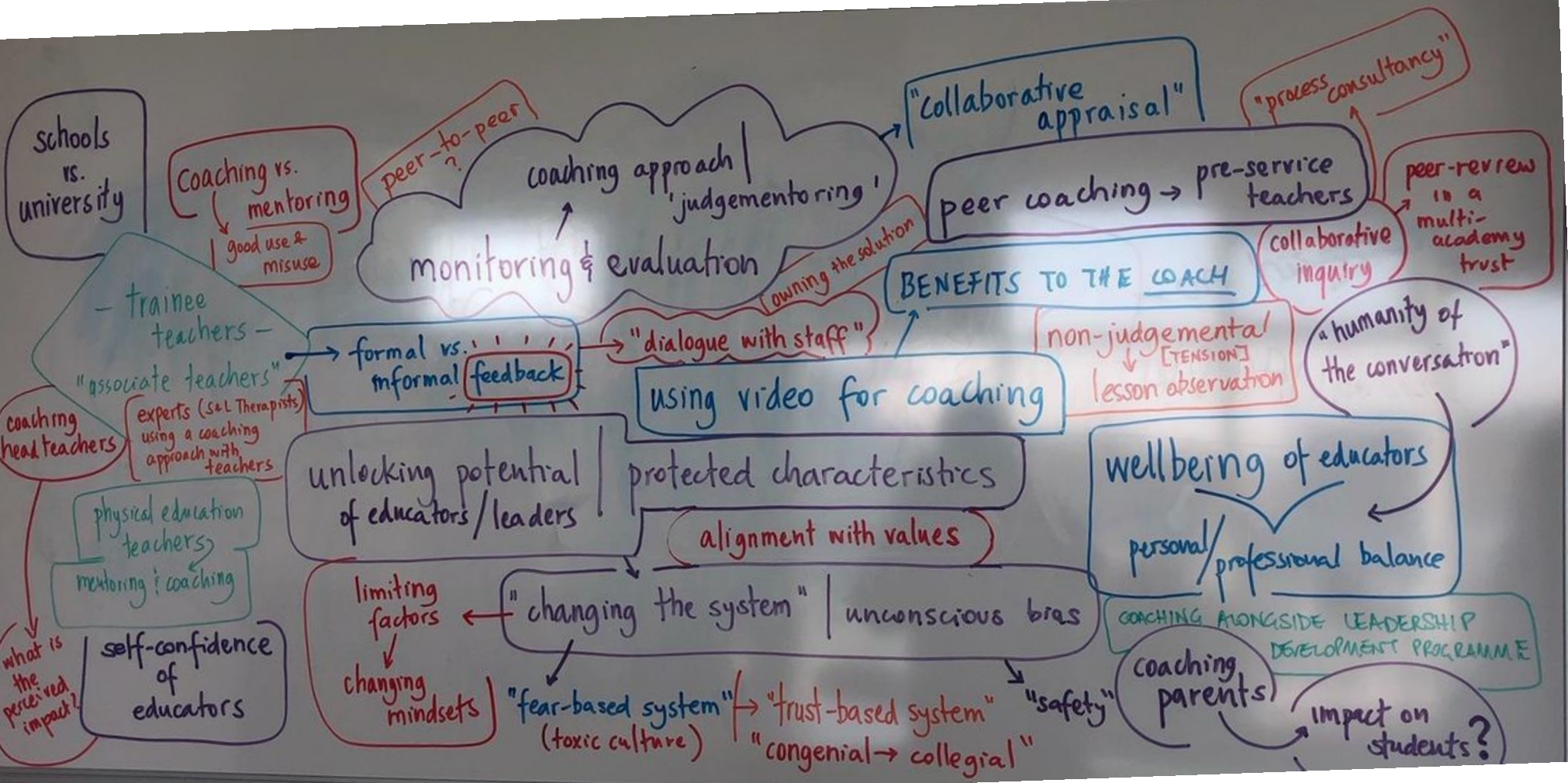


ABSTRACT

Coaching has been evolving as a form of professional development for teachers and school leaders for several decades, and now exists in many forms. This study focused on the work of six coaches in England, using an adapted focus group approach to discover how they explained and conceptualised the value of their practices. As the coaches' conversations with each other emerged details of the nature of their work, and their reflections on it, were elicited which were analysed thematically while also paying due attention to individual narratives. Although coaching is not easily defined this study demonstrates the significance of relationships and dialogue in coaching and the structures and protocols that support that. It suggests that coaching is suited to helping individuals dealing with authentic challenges, professional interests and dilemmas experienced in complex educational settings, while also acting as a counterweight to some of the consequences of performativity. The study also suggests that coaching may be a valuable means to deploy the expertise of experienced professionals to support an education system exposed to problems of retention of both teachers and school leaders.

<http://leedsbeckett.ac.uk/blogs/carnegie-education/2018/10/collectivedmaking-sense-of-coaching-for-professional-development-in-education/>





BERA CURRICULUM SYMPOSIUM

Using coaching and mentoring to
focus on the curriculum in action

CollectivED

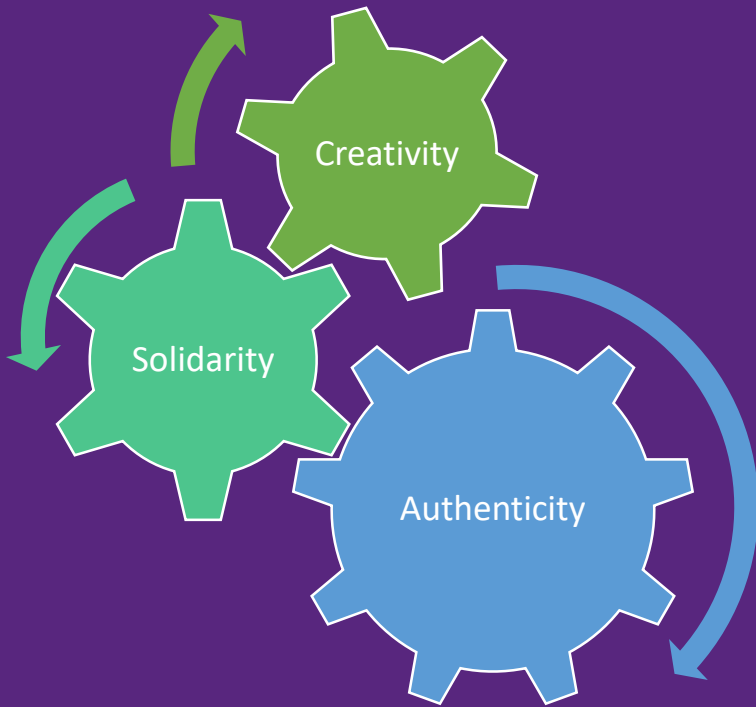
The Mentoring & Coaching Hub



LEEDS
BECKETT
UNIVERSITY

Tools – enabling productive
conversations

Attributes for professional learning and development of practice: individual and institutional



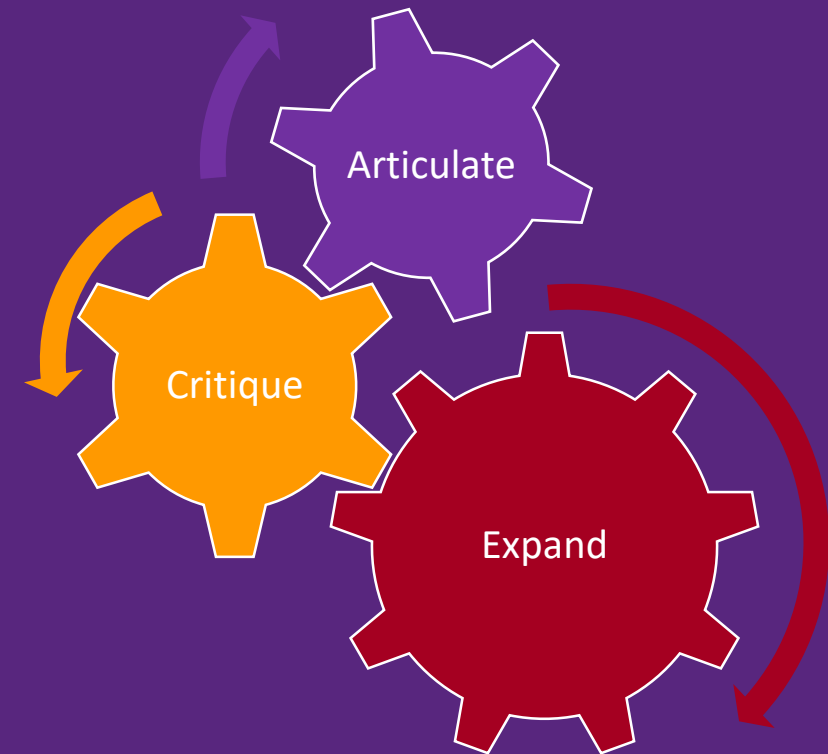
Tools

Scaffold, frame, measure

Promote dialogue & divergence

Transformation through boundary crossing

Changes resulting from professional learning and development of practice: individual and institutional



Using ecological analysis to discuss curriculum

INPUTS

Who are the learners? What do you know about them that should influence your planning?

What is framing the curriculum; what are the opportunities and constraints?

How confident are you about your own knowledge base and relevant experience?

EXPERIENCE

How did learners engage with the curriculum?

What was your role as the teacher?

How were the episodes of learning connected within and between lessons?

How was this related to the inputs, and what occurred that was unexpected?

OUTCOMES

What evidence was there of learning? How is this recognised?

What did you learn about pupils / your subject / yourself?

What might be the legacy of this curriculum? How can this be enabled and enriched?



Theory of Practice Architecture, Stephen Kemmis



PHYSICAL / TEMPORAL 'SPACE'
What activities occur,
productiveness of actions, how
the space is configured and set
up, how resources are deployed,
how individuals undertake their
activities

SEMANTIC 'SPACE'
What is said, nature of the
language, its meaning, intention
and comprehensibility, its
formality or informality, how it
is received and responded to

SOCIAL 'SPACE'
How individuals connect and
relate to one another, what roles
they take, formal and informal
relationships, the significance of
power, trust and solidarity, how
individuals feel in the social space

BERA CURRICULUM SYMPOSIUM

Using coaching and mentoring to
focus on the curriculum in action

Exploring research questions

CollectivED

The Mentoring & Coaching Hub



LEEDS
BECKETT
UNIVERSITY



Potential to be
transformative
form of CPD
(Kennedy, 2014)

Coaching can be
practiced as a
counter-balance
to performativity
(Lofthouse &
Leat, 2013)

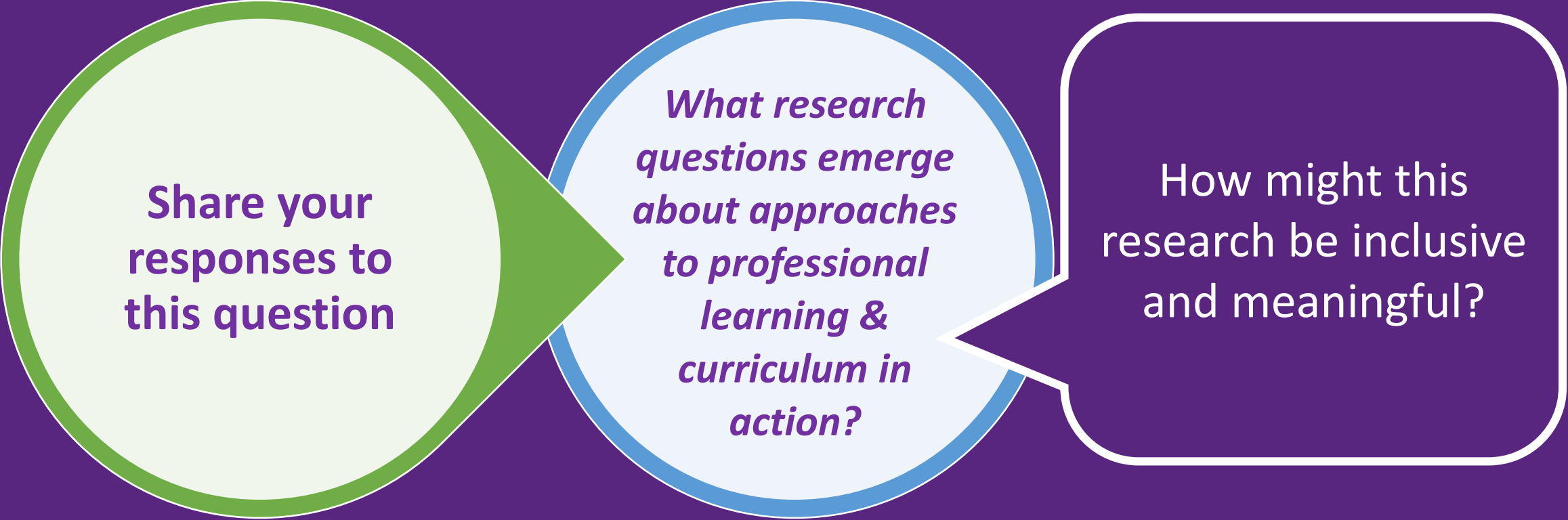
Links to
ecological
agency
(Priestley et
al, 2015)

Coaching is
dialogic & relies
on trust
(Whitmore, 2002,
Tschannen-Moran
& Tschannen-
Moran (2010)

Links to
collaborative
professionalism
(Hargreaves &
O'Connor,
2017)

Coaching can
build teacher
collective
efficacy
(Donohoo, 2017)

Final discussion...



Share your
responses to
this question

*What research
questions emerge
about approaches
to professional
learning &
curriculum in
action?*

How might this
research be inclusive
and meaningful?



CollectivED:
Building an
Evidence Base
and Contributing
to Expertise
through Research
and Engagement

r.m.lofthouse@leedsbeckett.ac.uk
@CollectivED1